

Duddon St. Peter's Primary School - *Pupil premium strategy statement*

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Duddon St. Peter's CE Primary School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Paul Hudson Head teacher
Pupil premium lead	Claire Entwistle
Governor lead	Adam Friend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18, 130
Recovery premium funding allocation this academic year	£1,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,530

Part A: Pupil Premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- provide equity so that pupils maximise their educational opportunities
- give access to social, sporting or creative opportunities for all pupils
- support difficulties such as attendance and behaviour

Challenges: This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Mixed age classes where children have additional needs.
2	Attainment in: Reading: 55% are not on track for the year Writing: 83% are not on track for the year Maths: 55% are not on track for the year
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by previous partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased over recent years.
5	From September 2023 until December 2023: Pupil Premium pupils 93.02% and Non Pupil Premium pupils 93.35%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2023/24 will show that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: data from student voice, student and parent surveys and/or teacher observations; a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: • the overall absence rate for all pupils being no more than 88%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers be narrowed. • the percentage of all pupils who are persistently absent being narrowed.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support within classrooms to offer academic and emotional support to pupils. To enhance and build strong relationships with pupils and parents.	Well-evidenced teaching assistant interventions targeted at pupils that require additional support and helps previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistantinterventions	2,3,4
Continue to provide quality social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading sessions targeted at disadvantaged pupils who require further phonics support.	Reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	2
Small group or 1:1 supported work with TA/teacher	Assessments indicate the success of individual support, as well as in small groups.	2

Use of technology to support Phonics & Spelling	IDL used to support spelling strategies, leading to improvement in Reading/Writing. Changes in Phonics programme and consistency of teaching strategies to improve spelling/reading/writing.	£500 Challenge 2
Provision of extra texts/workbooks eg. Power of 2	Gives specific and individualised support to assist progress.	2 £400

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Before school club offered to invited families with persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5 4 free BSC
Improve the quality of social and emotional (SEL) learning. ELSA training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3 ELSA / Nurture groups
Improve attendance of children and engagement in extra-curricular activities through music enrichment, trips and residential.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/arts-participation	4

Subsidised visits, clubs, BSC/ASC attendance.	Disadvantaged children are able to attend school trips which provide them with access to social, sports or creative activities.	4
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Total budgeted cost: £ 19,530

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Attainment and progress at the end of Summer term 2024

Table shows the percentage of children at age related level and progress made during the year.

Year Group	Subject	Attainment		Progress	
		All	PP	All	PP
Six 2 children	Reading	77%	50%	77%	50%
	Writing	62%	0%	77%	0%
	Maths	77%	50%	77%	50%
Five 2 children	Reading	62%	50%	77%	100%
	Writing	46%	0%	51%	50%
	Maths	54%	100%	82%	100%
Four 1 child	Reading	62%	0%	78%	100%
	Writing	56%	0%	78%	100%
	Maths	92%	0%	92%	100%
Three 0 children	Reading	80%	-	80%	-
	Writing	40%	-	67%	-
	Maths	40%	-	67%	-
Two 4 children	Reading	50%	50%	60%	50%
	Writing	50%	50%	60%	50%
	Maths	60%	50%	70%	50%
One	Reading	60%	0%	70%	100%

1 child	Writing	60%	0%	70%	0%
	Maths	50%	0%	60%	100%
Reception 1 child	Reading	82%	0%	82%	0%
	Writing	82%	0%	82%	0%
	Maths	91%	0%	91%	0%